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AUTHOR Shaddix, Linda; Allen, David F.
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ABSTRACT

Participants' reactions to a one-day career exploration workshop for women at the University of North Carolina at Wilmington were assessed. The 41 women respondents indicated their overall reaction to the workshop, how they learned of it, and their opinions about the value and quality of various activities, including a skills inventory, panel discussion, mini-workshops, and guest speakers and resource persons. Each participant attended two mini-workshops from among six topical areas: time management, self-concept, plans to attend college, single parenting, resume development, and gaining family support. Eighty percent rated their experience as very worthwhile. The newspaper and word-of-mouth were the most effective means of advertising the workshop. While a majority of the workshop components were rated highly, feedback indicated the need to improve content and/or delivery of both the small group discussion and skills inventory as well as the need for more time to process information. The self-concept mini-workshop had the largest attendance and was rated highest for content. Barriers that women experience include: resistance from family and friends, psychological problems such as low self-esteem and depression; child care and financial concerns; and an overload in school and home responsibilities. A workshop evaluation form and seven figures are appended. (SW)

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WORKSHOP EVALUATION OF CAREER EXPLORATION FOR WOMEN

Linda Shaddix
Counselor
Student Development Center

David F. Allen
Special Assistant to the
Vice Chancellor for Student Affairs

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WORKSHOP EVALUATION

CAREER EXPLORATION FOR WOMEN

This evaluation was conducted for the Student Development Center with the sole purpose of collecting and using participant feedback to improve future workshops. These efforts are necessary to assess women's career needs to determine a plan of action to meet these needs and to evaluate the effectiveness of any particular strategy.

Goodman (1982) reports that career development programs on college and university campuses today are commonplace. Nevertheless, only in the last ten years have the career development needs of women been a focal point in the literature (Blaska, 1978; Garbin & Stover, 1980; Knight, Sedlacek & Bachhuber, 1983).

METHOD

This report reflects reactions of 41 out of 51 women who participated and evaluated a one-day career exploration for women workshop July 19, 1984. A copy of the evaluation form is found in the Appendix. Women were asked three basic questions which were related to: their overall reaction to the workshop, how they found out about it, and their estimation of the value and quality of various workshop components.

Each woman was allowed to attend two mini-workshops from among six topical areas: time management, self concept, if college is the next step, single parenting, resume development and gaining family support.

RESULTS

As can be seen in Figure 1 of the Appendix, 80 percent of the women rated their experience at the highest end of the scale as very worthwhile. The remainder rated it as worthwhile. Twenty-nine percent

found out about the workshop through the newspaper. The next largest group heard of it through individual referral (Figure 2).

In terms of various workshop components, a majority of all aspects were rated as high value and excellent quality. Various components included: skills inventory, career exploration worksheet, small group discussion, lunch panel, six mini-workshops, guest speakers and resource persons. Resource representatives had the highest ratings with 94 percent of the participants saying high value and 97 percent saying excellent quality. The lunch panel discussion was also a hit with 95 percent saying high value and excellent quality. The small group discussion had the lowest relative rating with only 63 percent saying high value and 50 percent saying excellent quality (see Figures 3 and 4). Comments indicate the small group discussions time frame was not long enough.

Viewing preferences for mini-workshop attendance, the largest group (63 percent) identified self-concept assistance as their greatest need (Figure 5). Time management was second with 51% requesting participation. Resume writing (32%), if college is the next step (28%), and gaining family support (26%) followed in order of attendance. Of the first set of six mini-workshops conducted, self-concept rated the highest value and best quality with 81 percent saying high value and 87 percent saying excellent quality. The second highest overall rating went to the college choice mini-workshop where 90 percent said high value and 70 percent said excellent quality. Figure 6 gives the relative ratings of the first mini-workshop.

Among the second set of mini-workshops, self-concept, again, received the highest marks with 85% saying high value and over 90% saying high value and excellent quality. Both gaining family support and resume

development rated third with an equal percentage (75%) saying high value and excellent quality. Figure 7 reflects second mini-workshop ratings.

SUMMARY AND IMPLICATIONS

It should be apparent from this survey of 41 women who attended and evaluated a one-day career exploration workshop that it was a success. The newspaper and word-of-mouth were the most effective means of advertising the workshop. While a majority of the workshop components were rated highly, attention should be focused on improving the content and/or delivery of both the small group discussion and skills inventory. Specific comments indicated that more time was needed to process information. In terms of the six mini-workshops offered, self-concept not only had the largest attendance but its content was also rated highest. This would point to the strong possibility that adult women who are anticipating a major change in their lives are likely to have self-esteem concerns. Time management had the lowest relative rating of the mini-workshops attended with over half (56 percent) saying medium value and over a fourth (27 percent) saying fair quality.

Barriers that women are dealing with identified from this workshop include: resistance from family and friends; psychological problems such as low self-esteem, depression, poor self-concept; lack of decision-making and inadequate communication skills; child care and financial concerns; and the overload of school, home and family responsibilities. Many of these problems may be dealt with through the various offices within the Divisions of Student Affairs and Academic Affairs.

The results of this evaluation should underscore the interest that women have in career development. Knight et al (1983) recently reported

that females were less satisfied with their career development than males. Perhaps workshops such as these can assist women in formulating a clearer picture of the relationship they perceive career development has to their educational experience. The tendency is for women to lag behind men in career development. Where a male merely chooses a career and the appropriate planning for it, the primary focus of many college women seems to be whether to have a career and a marriage; thus, the greater need for career development resources for women.

A program of career development for women should start early in their college career, actively reach out to her to counteract socialized dependency, and emphasize that career development only begins with preparation for a career.

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Garbin, A. & Stover, R. (1980). Vocational behavior and career development: A review. Journal of Vocational Behavior, 27, 125-170.

Goodmen, W. D. (1982, March). Status of career programs on college and university campuses. Vocational Guidance Quarterly 30 (3), 230-235.

Knight, G., Sedlacek, W. & Bachhubber, T. (1983, March). Occupational status and career development needs of recent female college graduates. Journal of College Student Personnel 24 (2), 152-156.

WORKSHOP EVALUATION

Career Exploration For Women

Please take a few moments to complete this important evaluation. Your response will assist us in improving our next workshop. Please check (✓) only one response per question where appropriate. (Use back of page when necessary)

1. How worthwhile would you rate your overall career exploration workshop experience?

Very Worthwhile	Worthwhile	Somewhat Worthwhile	Not Very Worthwhile	Worthless
( )	( )	( )	( )	( )

2. Through which of the following sources did you find out about the workshop?

Professional Referral	Individual Referral	TV	Radio	Newspaper	Mail	Poster	Other
( )	( )	( )	( )	( )	( )	( )	( ) Please Specify _____

3. Listed below are the components of today's workshop. Please rate each section as to its content value and quality in meeting your needs.

		Content					
		Value			Quality		
	Components	High	Medium	Low	Excellent	Good	Fair
a.	Skills Inventory	(H)	(M)	(L)	(E)	(G)	(F)
b.	Career Exploration Worksheet	(H)	(M)	(L)	(E)	(G)	(F)
c.	Small Group Discussion	(H)	(M)	(L)	(E)	(G)	(F)
d.	Lunch Panel	(H)	(M)	(L)	(E)	(G)	(F)
e.	1st Mini Workshop (_____ Name)	(H)	(M)	(L)	(E)	(G)	(F)
f.	2nd Mini Workshop (_____ Name)	(H)	(M)	(L)	(E)	(G)	(F)
g.	Representatives	(H)	(M)	(L)	(E)	(G)	(F)

Comments Regarding Components:

4. How would you improve this workshop for future presentation? (e.g. shorter/longer workshop, different time of year, etc.)

5. What other topics would you like to see presented?

FIGURE 1 (N=41)

OVERALL IMPRESSION

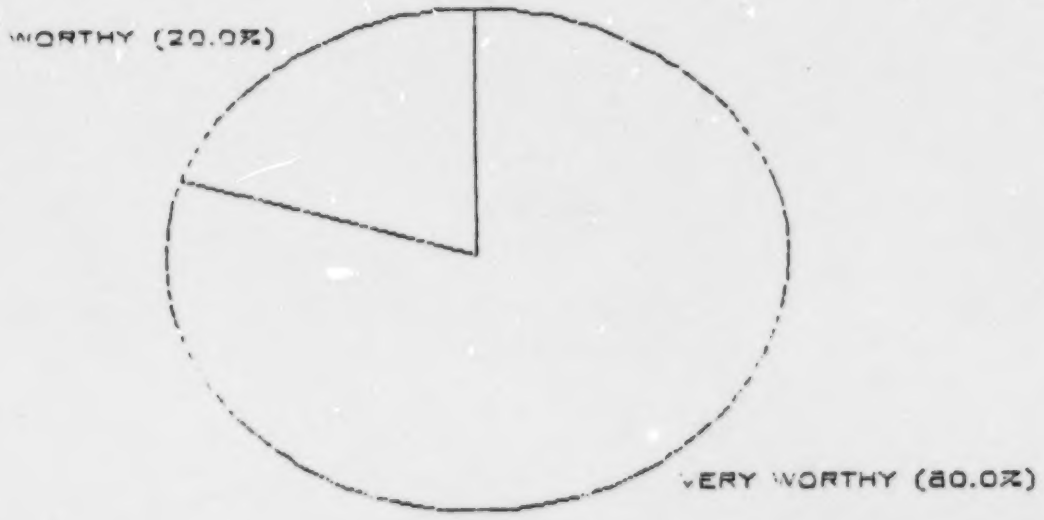

FIGURE 2 (N=41)

REFERRAL SOURCE

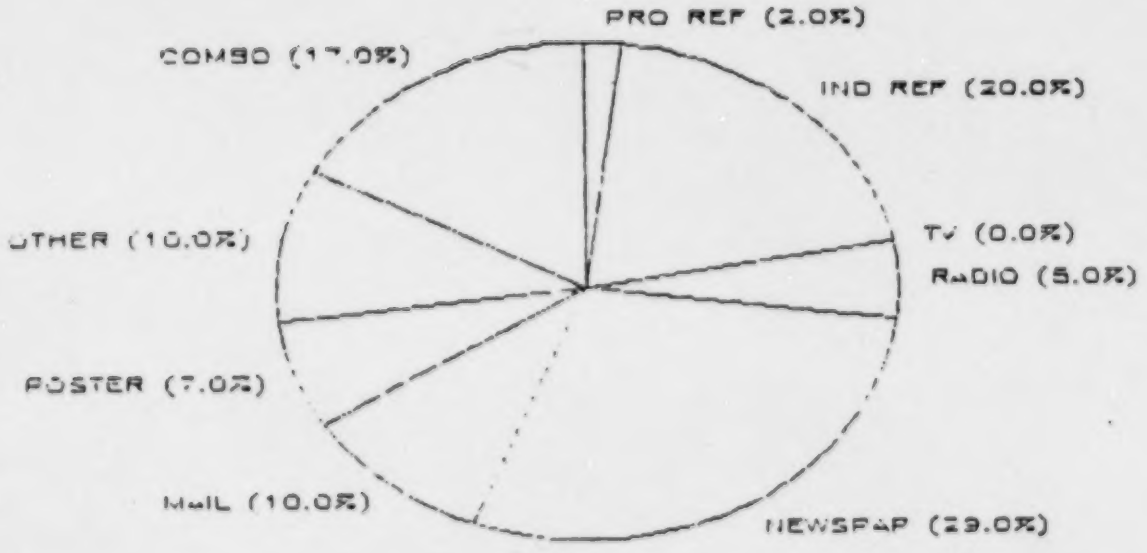

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FIGURE 3 (N=41)

WORKSHOP COMPONENTS VALUE

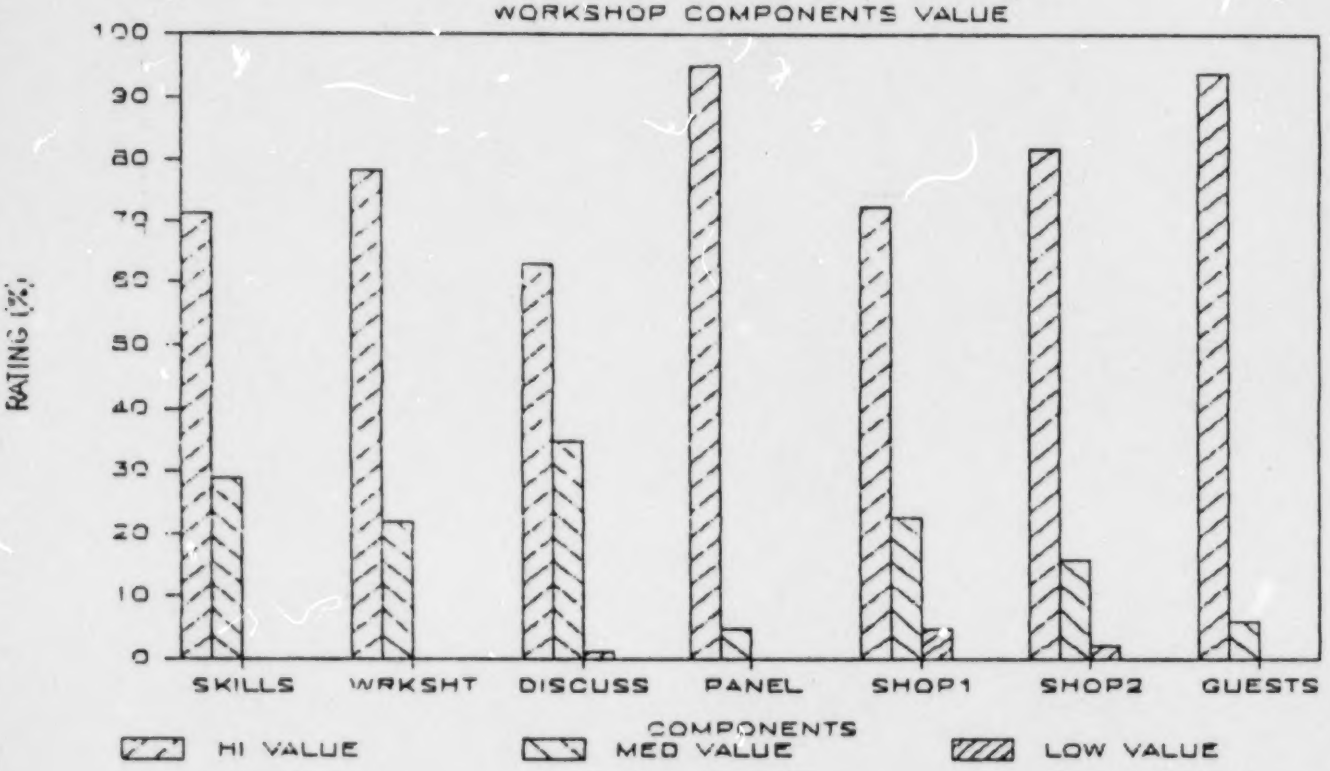

FIGURE 4 (N=41)

WORKSHOP COMPONENTS QUALITY

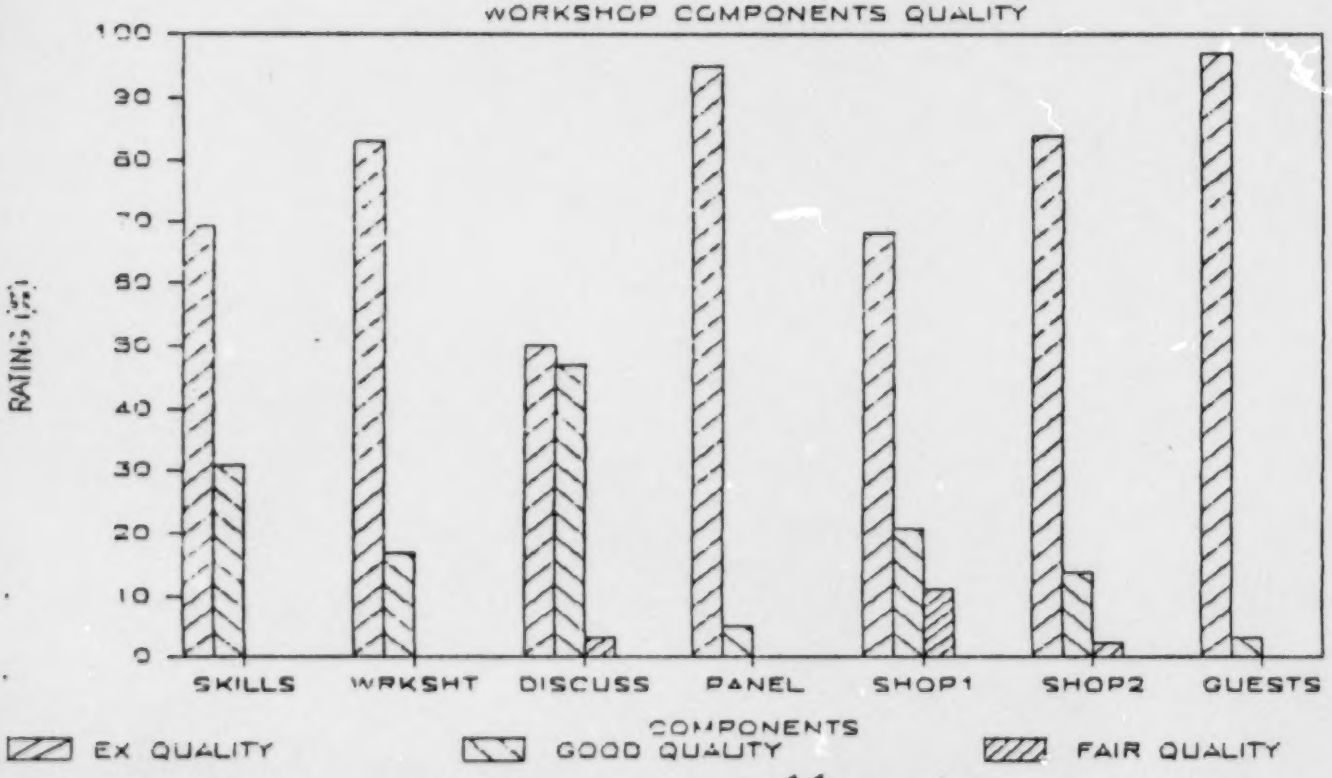

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FIGURE 5 (N=51)

COMBINED MINI WORKS-OF ATTENDANCE

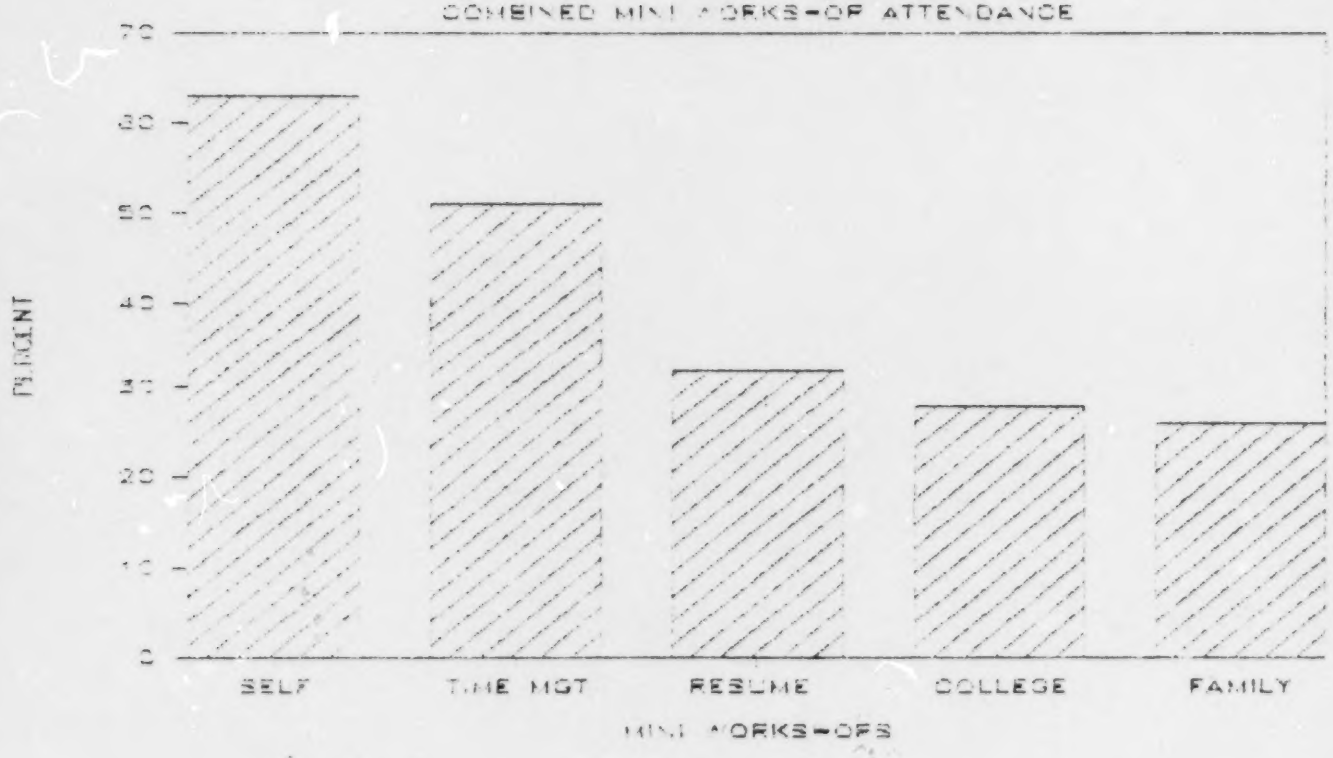

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FIGURE 6

FIRST MINI–WORKSHOP TOP RATINGS

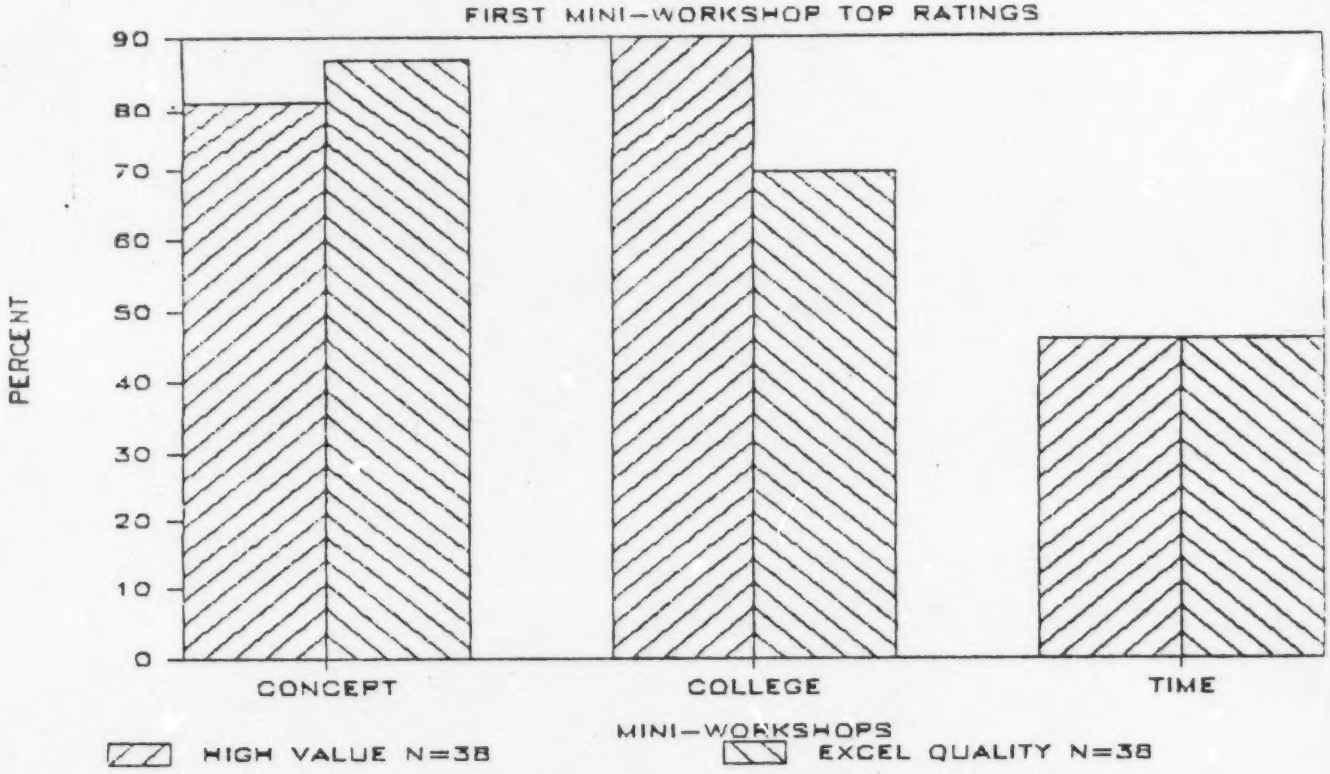

FIGURE 7

SECOND MINI–WORKSHOP TOP RATING